SAFETY

Two Sections · Section One

As I See It . . .

THE Elementary School Section of the National Safety Council, now on active status, wishes you a happy New Year!

As you will recall, when the officers were told the Section could be reactivated they at once began a two-year study of the safety education needs at the elementary school level. Safety education at the elementary school, if it is to be effective, must fit in as an integral part of the elementary school curriculum and must follow the best principles and practices of today's education. Appreciation is herewith expressed of the help given by many individuals and organization representatives in this study.

One of the outcomes of this two-year period of study is the "Chart of Safety Education Needs of Elementary School Boys and Girls," which was published in the October, 1958, issue of SAFETY EDUCATION. The Section plans to use this chart as the basis for any projects it may undertake. The program committee's plans for the Elementary Sessions of the 47th National Safety Congress and Exposition will, for example, be based on the chart. Articles on elementary education for publication in SAFETY EDUCATION will be planned in light of the needs as shown by the chart.

Many of the educational organizations whose representatives helped construct the chart have called upon the Elementary School Section for help in various safety projects. We have tried to fill these requests. Much excellent leadership is coming from these organizations in matters of safety education and some are engaging in fact-finding research which will be helpful to us all. You can support and encourage such work by finding out what the organizations with which you are associated are doing in so far as safety education is concerned and what you can do to help.

Another activity undertaken by the Section during the two-year study period was an evaluation of the ten areas in which the National Safety Council has material or projects at the elementary school level.

The committee evaluating the statements of policy, principles and points of view has a revision of "Desirable Experiences in Elementary School Safety" ready to go to press. Watch for it in a spring issue. The other committees will be reporting from time to time.

I speak for the officers and the executive committee when I say your suggestions, your comments, your criticisms, your help, will be welcomed.

VIVIAN WEEDON
Staff Representative
Elementary School Section

Contents of SAFETY EDUCATION are regularly listed in "Education Index."

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Beverly Thompson Kramer, *Editor*
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Chartered by the Congress of the United States

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A Civil Defense and Disaster Program

By William M. Lamers
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WHEN and if the United States goes into an all-out shooting war, the first enemy attack on a continental target is likely to transform every American from an indifferent bystander into a vigorous advocate of a thorough program of civil defense.

It is a truism that a natural disaster makes civil defense converts by the thousands in any stricken community. Unfortunately, such after-the-fact conversions cannot restore lives which have been needlessly lost. The chief problem of civil defense—or "official protection against disaster" (the concepts and phrases are interchangeable since the program is one)—has been to sell itself, to make Americans disaster-conscious, disaster protection-minded.

In this selling job, the role of the schools is critically central. For the present as for the predictable future, disaster protection is an inescapable part of the American way of life. The schools have the key role in training young America for that way of life. Furthermore, they have entry into the majority of American homes and are a singularly effective medium for carrying the message of civil defense to millions of Americans who have already left school.

Schools and the Pupil Safety Program

The most obvious and immediate task of the schools, however, is to provide a disaster protection program which will safeguard the lives of children. Most schools now operate excellent safety programs concerned with individual safety practices. The disaster protection program represents a mass effort to survive cataclysms. It is not in any way intended to supplant a well-planned safety program. Safety practices are even more essential in disaster than in normal situations. The interrelation of these two programs—they may be operated by a single person in a small school unit—is a matter that must be carefully studied at the local level. But a warning is needed: disaster planning must be *big* planning.

Why should schools be concerned about disaster? Certain facts merit emphasis. During school hours about a quarter of the population of a community attends school. A school is therefore a rich, concentrated target. Its population is particularly vulnerable because it includes a high percentage of small children. Furthermore, many schools are conspicuous targets. Natural disasters are blind destroyers, and atomic bombing, because of its terrific destructiveness, cannot be pin-pointed for humanitarian purposes.

These are negative facts. On the positive side, a school population is an organized, homogenous group; a school faculty is a responsible trained body; and a school building is a generally superior shelter to other shelter areas in the community surrounding it.

The acceptable pupil safety-disaster protection program takes inventory of the natural and non-military disasters which threaten the school, develops a program of activities to teach pupils to survive such disasters, and readies the building to reduce its vulnerability and increase its safety features. It examines the local disaster protection program to learn what must be done to make the school an efficiently cooperating unit in the community disaster protection plan. This program must include planning to make the children safe, *as well as* the school staff.

While this program involves some teaching and learning, it is essentially a short-range, administratively set program in which people are

Lined up outside their school in Milwaukee, Wisconsin, students wait for the signal ending their civil defense drill.

given few choices of action. They are told what to do and when to do it. The participation of children in this most serious matter cannot wait upon the slow, full growth of their understandings. Every child, however immature, is brought into this program upon registration in school.

The Disaster Preparedness Curriculum

To be distinguished from this short-range pupil safety-disaster protection program is the long-range educational program designed to give pupils the understandings, skills and appreciations which will enable them to participate effectively in disaster protection.

As an area of instruction, civil defense or disaster preparedness is better taught incidentally in connection with other subjects, from kindergarten through twelfth grade, than organized into independent courses at specific levels. The whole school experience offers rich opportunity for teaching civil defense. Any school activity, in the classroom or out of it, by which pupils learn to be self-reliant and socially responsible, improves their capacity for cooperating in a disaster program based on self-help and mutual aid.

Science courses provide understanding of the weapons of nature and man, and of our defenses against these. The social studies interpret the restless world about us. Civics and citizenship describe our roles in local, state and national affairs.

While much of this curriculum opportunity is standard so that a study of civil defense curricula developed elsewhere is stimulating and informative, each school or school system would do well to tailor-make its own disaster protection curriculum by using the democratic machinery it has set up for such functions.

Secondary Functions of Schools in Civil Defense

No one is likely to question the validity of a program by which schools make pupils as safe as possible against disaster, and train them to become disaster-minded and competent to survive. Clearly these two are parts of the socially assigned task of the schools.

Schools also have other extremely important opportunities. One of these merits repetition. Schools are a prime channel of communication between the local disaster program and the homes of the community. People need to be sold on civil defense, and many people have children in school. Whether the children bring the disaster protection message home verbally or as take-home material, the schools are an effective agent for its distribution.

Other functions in civil defense are not hard to identify. To mention a few, school buildings are convenient and well-suited for community meetings. School staffs are the largest and most important single agency in the community for instructing adults in civil defense practices.

Patterns of Non-Military Disaster Shift

Within the last several generations, the greatly extended use of fireproof materials for schools has substantially reduced fire losses in life and property in school buildings. At the same time there appears to be a shifting of the tornado and hurricane belt, so that certain areas once judged reasonably immune now face the threat of wind damage. If school people must err in setting up programs to protect schools against non-military disasters, let them err by magnifying both the threat of disaster

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Schools are rich, concentrated targets for enemy attack, but, if they are prepared, they can reduce vulnerability and enable students to survive any disaster. Is your school prepared for disaster emergency?

A Civil Defense and Disaster Program

(Continued from page three)

and the program to meet it. The more-than-adequate program is at least adequate. The less-than-adequate program adds the hazards of false security to inadequacy.

Patterns of Military Disaster Shift

Since 1945 the nature of the military disaster that threatens us has shifted notably, with a shifting of our community and school civil defense plans.

As long as America enjoyed a monopoly on the atom bomb there was little chance that the enemy would use conventional weapons against our great targets, and we made few plans to meet and survive attack.

When the Russians acquired the plutonium bomb, the severe threat of air-borne attack that developed was limited to our major targets, notably our great cities. The area of possible destruction was such that for our primary defense we developed a shelter program. We designated school air raid shelters and developed drills to teach their proper use.

But effective civil defense must develop no Maginot Lines, and as enemy weapons and our military defenses against them changed, our civil defense plans—including school plans—also changed.

The great development was the hydrogen bomb, with destructiveness at an equivalent of 15 or 20 million (plus) tons of TNT. Delivery of the bomb is by man-guided airplane, and, with the development of our Distant Early Warning System, *evacuation,* instead of shelter, became the primary defense of the great cities. The possibility of dispersal of vast urban populations created a threat to surrounding rural areas, and the certainty that the detonation of a weapon would produce radioactive fall-out over thousands of square miles intensified and extended that threat. The hydrogen bomb ended the reasonable immunity of the non-target area.

Since then, the development of the intercontinental ballistics guided missile with the hydrogen warhead has so reduced alerting time that the pre-attack evacuation programs of target areas are either out of date or will shortly be out of date. As a result, we are returning to shelter as the primary defense program against military attack.

School Disaster Defense and Pre-Disaster Evacuation Programs

This does not mean that evacuation plans are to be immediately abandoned, even for military defense. Those responsible for school disaster defense are urged to consult their local civil defense authorities and to abide by the directives they receive from them.

Schools have long used the fire drill to train children to evacuate burning buildings and to move into safer areas. When schools are threatened with flood, wind and snow, officials exercise their best judgments and in some cases dismiss children to their homes or elsewhere. These and similar operations are pre-disaster evacuation procedures.

To determine what their pre-attack evacuation plans should be, school officials are urged to make a realistic survey of what disasters threaten their schools, and, in close cooperation with local civil defense, to set up such pre-attack evacuation plans as are warranted. Schools are warned against making evacuation plans independent of community plans.

Post-Disaster Planning

Schools have given much less attention to post-attack evacuation programs. This is probably because the pre-attack problem is predictable and organizable but the pattern or attack and the amount, type and location of damage after an attack must remain highly speculative. Furthermore, after a major disaster it is unlikely that a stricken target will be able to push aside the rubble by itself and remove the survivors. These functions are performed by outside agencies, and the planning is theirs rather than the school's.

Schools and the Shelter Program

Even when evacuation was the primary defense against atomic bombing, most target areas did not abandon their shelter programs. The reasons were simple. Enemy attack might slip past the alerting and intercepting defenses and appear with little or no warning over the target. Even with long warning time, thousands of persons might not be able to escape from the target area because of crowded highways. Also—shelter is an important protective device against non-military disaster.

School shelter is a two-phase program. The first phase creates or designates the safest place in a school building; the second teaches pupils and others how best to dispose themselves in seeking shelter.

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The National Safety Council Reports to the Nation

How big is the accident problem in the United States today? What is being done about it? In its annual *Report to the Nation*, the National Safety Council answers these questions, tells the role *it* is playing to reduce the accident toll . . .

"WE are winning the war on accidents," said retiring NSC President Ned H. Dearborn in *Report to the Nation*, 1958 annual report recently published by the National Safety Council. However, he cited four major needs the Council must fulfill:

"1. Intensive research into the causes of accidents and into human behavior as it relates to accidents.

"2. Expansion of safety education so that it reaches every age and every group.

"3. Improvement and clarification of relationships between local safety organizations and the National Safety Council.

"4. A more vigorous and effective public relations program, as contrasted to our publicity efforts, so that the American public may more fully support the Council by its actions and resources and thus speed reduction of the accident toll."

In the *Report to the Nation* are detailed accounts of what each department of the Council has contributed during the past year toward winning this "war." The School and College Division reports:

• Voluntary reporting of accidents among school-age youngsters on the Council's *Standard Student Accident Report* form showed marked progress—a 60 per cent increase—during the past year.

• In other areas of the School and College Division, the National School Safety Honor Roll program this year awarded certificates to 4,710 schools for excellent safety education programs. The Council cited 57 city school systems in 19 states for having 90 per cent of their schools listed on the Honor Roll.

• The Elementary School Section developed a chart of safety education needs to aid school organizations in discharging safety responsibilities to their members.

• The School and College Conference approved the Council's policy on amateur rocket experimentation. The growing toll of deaths and injuries from amateur rockets prompted initiation of the policy that such experiments should be left to professional or technical people and should have no place in the schools.

To promote accident prevention activities in colleges and universities, a Higher Education Section was created, comprised of committees on research and college education and the Campus Safety Association, encompassing campus environmental safety.

• A "Greek Week Safety Campaign" at Ohio State University was one of two pilot activities to draw more than three million college students into safety programs. The other was a safety project outline prepared with the Kiwanis Clubs and distributed to all college Circle-K Clubs.

• *Criteria for Safety Education Materials for Schools* was published to aid non-school organizations in preparing safety materials for schools use.

Some joint projects of the School and College Division and other organizations:

• With a joint safety sub-committee of the American Vocational Association, the Council developed a National Standard Check List for the Teaching of Home Safety, together with an information sheet for the teacher.

• With the American Industrial Arts Association, the Council completed a study listing the minimum essentials of safety education in training industrial education teachers.

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She was only bruised . . .

but 400 to 500 children meet death in bicycle accidents each year. How? Why? NSC's Statistics Division has made a survey of bicycle accidents. Here are the results:

Bicycle Accident Statistics

BETWEEN 400 and 500 bicycle riders are killed each year in accidents with motor vehicles. Another 25,000 to 30,000 suffer disabling injuries.

The annual totals have not varied much in the last 10 years, but they are well below annual totals of the late 1930's and early 1940's when such deaths averaged around 700 a year with a high of about 900 in 1941.

About four out of five of the victims usually are between the ages of 5 and 15. A few are under five years, and some are always quite elderly.

In general, these accidents are divided about equally between urban areas and rural areas, although this distribution has varied from year to year. (In this study, covering 1957 fatal accidents, three out of five occurred in rural areas.) It is not known how many riders there are in urban and rural areas, so it is not possible to evaluate the hazard of bicycle riding in each area.

Actually, very little is known about any of the factors or circumstances of bicycle accidents, a fact which prompted this study and analysis.

Scope of This Study.

All 48 states were asked to offer certain details of the bicycle accidents which occurred in their states in 1957. In addition, they were asked for their opinion concerning a proposal that bicyclists ride on the left side of the street facing traffic in order to provide greater safety for them. Forty-two states replied and submitted information on 392 fatal accidents—better than 80 per cent of the 480 accidents which are estimated to have occurred in 1957.

Historically, information on bicycle accidents has been pretty much limited to age of victim and urban-rural distribution of the accidents. Both of these factors have varied from year to year, and it seems likely that other factors, such as those reported in this study, may vary also. For this reason, it must be remembered that this study shows where and how these accidents happened in 1957. The circumstances may vary in importance in other years.

Principal Findings of the Study

1. Riding on the left side of the street is more hazardous than riding on the right side.
2. Eighty-four per cent of the victims were under 16 years of age.
3. Eighty-six per cent were males.
4. Seven out of 10 accidents occurred during April through September.
5. Seven out of 10 occurred during daylight hours.
6. Four out of five occurred during p.m. hours.
7. Accidents were most frequent on Saturday, least frequent on Sunday.
8. In one accident in three, the bicyclist struck the motor vehicle.
9. In four out of five accidents, the bicycle rider was violating the rules.

Riding on the left side of the street is more hazardous.

Among those states replying to the inquiry concerning a proposal that bicyclists should ride on the left side of the street facing traffic, the consensus of opinion was nearly unanimous that bicyclists should *not* ride in this direction, but rather that they should ride on the right side of the street and follow all of the rules and regulations pertaining to other vehicles.

On this question, replies were received from the following twelve states: California, Colorado, Illinois, Michigan, Minnesota, Missouri, Montana, New Mexico, Oregon, Vermont, Washington, and Wyoming. Those commenting on this point included one commissioner, several traffic engineers, officers of highway and safety patrols, safety analysts, and records personnel. In a number of cases, these people solicited opinions from other persons.

Some of the specific reasons for opposing riding on the left side were:

1. It would be a definite hazard to all bicyclists to proceed against traffic.
2. It would lead to confusion and probably increase bicycle accidents.
3. It would create worse hazards than riding on the right, especially in heavy traffic.
4. It would be a definite hazard at intersections; particularly when turning.
5. It would increase the chances for motor vehicles to have head-on collisions.
6. It would be difficult for a motor vehicle to pass between a bicycle and another motor vehicle when both are approaching at the same time.
7. While it is all right for pedestrians to walk on the left side in rural areas because they can step off the road to avoid approaching traffic, bicyclists cannot do this as easily.

In one state where the person reporting had taken a poll of state safety officials, 75 per cent favored treating bicycle riders like pedestrians, but after stating these results of the poll, the reply pointed out all of the hazards and objections to treating bicycle riders this way. In another state, it was recommended that bicyclists ride on the right side in cities, but on the left side on highways in rural areas.

Information was collected in this study on the number of *accidents* which occurred while bicyclists were riding against traffic, but since no information is available on the number of bicycles operating in this direction, it is not possible to make a precise statistical evaluation of the hazard.

(Continued on next page)

Table 1a.
AGE AND SEX OF BICYCLE VICTIMS, BY 10-YEAR AGE GROUPS

Age Group	*Total*	*Sex*		
		Male	*Female*	*Not Stated*
Under 10	137	111	19	7
10-19	203	171	22	10
20-29	7	6	0	1
30-39	5	3	1	1
40-49	3	3	0	0
50-59	11	10	0	1
60-69	11	11	0	0
70-82	14	14	0	0
Not stated	1	1	0	0
Total	392	330	42	20

Table Ib.
AGE AND SEX OF BICYCLE VICTIMS, BY INDIVIDUAL AGES TO 19 YEARS

Age	*Total*	*Sex*		
		Male	*Female*	*Not Stated*
4	2	2	0	0
5	11	7	1	3
6	16	13	2	1
7	29	26	1	2
8	33	27	6	0
9	46	36	9	1
10	46	39	5	2
11	37	26	10	1
12	33	31	0	2
13	34	28	4	2
14	30	25	2	3
15	13	12	1	0
16	7	7	0	0
17	1	1	0	0
18	1	1	0	0
19	1	1	0	0
Total	340	282	41	17

Bicycle Accident Statistics *(Continued from preceding page)*

About one accident in 20 occurred under these circumstances in urban areas, and about one in 30 in rural areas. *Tables V* and *VI* show certain details of these accidents.

Most victims were males under 16 years.

Among the 392 deaths reported in the study, the youngest victims were four years old; the oldest were 82. The largest number of deaths occurred to nine and ten year olds. Eighty-four per cent of the victims were under 16 years. Nearly one victim in 15 was over 60.

For those cases where sex was stated, 86 per cent were males. Only one victim over 15 years was female.

Table Ia shows deaths by age and sex for 10 year age groups. *Table Ib* shows deaths for individual ages up to 19 years.

Deaths most frequent in summer.

Deaths by months showed the expected pattern of large totals during the summer vacation months, and small totals during the winter months.

The monthly totals by hour of day shown in *Table II* indicate the apparent influence of seasonal activity, which in turn is probably influenced by differences in the number of hours of daylight and darkness.

As noted, most of the deaths occurred in the p.m. hours; however, during the summer months these deaths were spread over many hours, while during the spring and fall and

Table II.

BICYCLIST DEATHS BY MONTH, HOUR OF DAY, AND LIGHT CONDITION

Hour	Total	Month											
		Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
12- 1 am	3		2						1				
1- 2	1					1							
2- 3													
3- 4	1					1							
4- 5	1							1					
5- 6	3		1				1			1			
6- 7	7		1		1		1		2	1		1	
7- 8	6	2			1		1					1	1
8- 9	10				2			2	1	2	2	1	
9-10	7		2			1	3		1				
10-11	14				1	1	2	6	1	1			2
11-12	17					3	2	4	5	1	1		1
12- 1 pm	16					2	2	3	3	2	1	1	2
1- 2	14			2		1	2	2	3	1			3
2- 3	29	1	2		5	1	4	2	8	1	3	2	
3- 4	37		1	2	3	4	5	4	3	6	3	1	5
4- 5	39	2	1	3	2	8	3	7	5	3	2		3
5- 6	57	2	1	3	2	3	8	5	9	8	6	4	6
6- 7	61	2	3	3	4	4	4	7	8	6	11	6	3
7- 8	30	1	1	2	3	3	5	5	3	4	1	1	1
8- 9	17		1		1	1	4	3	1	4		2	
9-10	14				2	2		4	5	1			
10-11	6				1		2	1	1			1	
11-12	2			1			1						
Total	392	10	16	16	28	36	50	56	60	42	30	21	27

Light Condition	Total	Month											
		Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Daylight	276	2	9	12	20	31	39	46	49	29	18	5	16
Dark	86	5	6	4	6	5	8	8	8	10	9	11	6
Dusk-dawn	30	3	1	0	2	0	3	2	3	3	3	5	5

Table IIIa.
BICYCLIST DEATHS BY DAY AND THREE-HOUR PERIODS

Hourly Period	*Total*	*Day of Week*						
		Sun.	*Mon.*	*Tues.*	*Wed.*	*Thur.*	*Fri.*	*Sat.*
12- 3 am	4	1		1		1		1
3- 6	5	1					1	3
6- 9	23	1	4	3	6	4	2	3
9-12	38	6	5	8	2	4	5	8
12- 3 pm	59	7	7	7	7	6	11	14
3- 6	133	14	22	17	20	16	23	21
6- 9	108	12	11	14	15	23	14	19
9-12	22	1	5	1	4	3	2	6
Total	392	43	54	51	54	57	58	75

especially the winter months, the spread narrowed to just a few hours.

Seven out of ten accidents happened in daylight.

Hour of day does not always give a clue to daylight or darkness. This specific question was asked, though, and the reports showed that 70 per cent of the accidents occurred during the daylight hours, 22 per cent during darkness, and 8 per cent during dawn or dusk. As expected, a larger percentage of accidents occurred after dark during the fall and winter months, as shown in the lower part of *Table II*.

Deaths most frequent on Saturday, least frequent on Sunday.

The tabulations revealed some oddities by day of week. Deaths were most frequent on Saturday, which was not surprising, but they were least frequent on Sunday, which was surprising.

(Continued on next page)

Table IIIb.
BICYCLIST DEATHS BY DAY AND INDIVIDUAL HOURS

Hour of Day	*Total*	*Day of Week*						
		Sun.	*Mon.*	*Tues.*	*Wed.*	*Thur.*	*Fri.*	*Sat.*
12- 1 am	3	1		1		1		
1- 2	1							1
2- 3								
3- 4	1	1						
4- 5	1							1
5- 6	3						1	2
6- 7	7		2		1	2	1	1
7- 8	6	1	2		1	1		1
8- 9	10			3	4	1	1	1
9-10	7			3	1	1		2
10-11	14	4	3	3		1		3
11-12	17	2	2	2	1	2	5	3
12- 1 pm	16	3	1	1		4	4	3
1- 2	14	3	2	2	3	1	2	1
2- 3	29	1	4	4	4	1	5	10
3- 4	37	3	5	2	8	4	7	8
4- 5	39	1	7	5	5	7	8	6
5- 6	57	10	10	10	7	5	8	7
6- 7	61	4	8	10	8	17	7	7
7- 8	30	5	2	4	4	2	3	10
8- 9	17	3	1		3	4	4	2
9-10	14	1	4	1	3	1	2	2
10-11	6		1			2		3
11-12	2				1			1
Total	392	43	54	51	54	57	58	75

Bicycle Accident Statistics *(Continued from preceding page)*

The Saturday total was almost double the Sunday total. For the other week days, the totals were fairly similar, with Tuesday's total smallest and Friday's largest. *Table IIIa* shows deaths by day of week, and hour of day.

Four out of five deaths occurred during p.m. hours.

Deaths were most frequent during the afternoon hours, with the peak occurring between 5 and 7 o'clock. Every p.m. hour to 10 o'clock had as many or more deaths than any a.m. hour except 11-12.

There were variations in the hourly pattern from day to day, but because of the small number of deaths during each hour of each day, it seems unlikely that the variations indicate significant differences. *Table IIIa* shows deaths by three-hour periods, and *Table IIIb* shows deaths for each hour.

Deaths most frequent in rural areas.

Nearly three out of five deaths occurred in rural areas. On Sunday, though, the rural proportion was higher, being over two-thirds of the total. These were the distributions found in 1957. As mentioned earlier, the urban-rural distribution has changed from year to year.

In rural areas, out of 225 accidents, 175 occurred on open roads (See *Table IV*). In urban areas, out of 167 accidents, 94 occurred in residential areas, 29 in business or industrial areas, and only five occurred in school areas.

Intersection accidents most frequent in urban areas.

Of the 167 urban accidents, well over half occurred at intersections—72 at street intersections, and another 19 at driveway or alley intersections with streets. Accidents between intersections totalled 54, as shown in *Table IV*.

In residential areas, out of 94 accidents, 45 occurred at street intersections, and another 15 at intersections of driveways with streets. Of the remaining 34 accidents, 32 occurred between intersections. Of the 29 accidents in business and industrial areas, 15 happened at street intersections, with 9 of the remaining 14 occurring between intersections.

In rural areas, intersection accidents did not occur as frequently, of course, as they did in urban areas, but they still comprised 44 per cent of all accidents for which this information was given. Half of these intersection accidents occurred where driveways entered streets or roads.

In one accident in three, the bicycle struck the motor vehicle.

Out of the 333 accidents for which information on this point was given, in 103 of them,

Table IV.

LOCATION OF BICYCLE ACCIDENTS

Location of Accident	*Total*	*Character of Location*						
		Street between Intersection	*Street Intersection*	*Drive Intersection with Street*	*Alley Intersection with Street*	*In Alley*	*In Drive*	*Not Stated*
Urban total	167	54	72	17	2	1	1	20
Residential	94	32	45	15	1		1	
Business	22	6	11	1	1	1		2
Industrial	7	3	4					
School	5	3	2					
Other	8	5	1	1				1
Not stated	31	5	9					17
Rural total	225	83	32	33	1			76
Open road	175	69	26	25				55
Other	34	14	6	8	1			5
Not stated	16							16
Total	392	137	104	50	3	1	1	96

Table Va.

NUMBER OF BICYCLE RIDERS IN VIOLATION AND NATURE AND AREA OF COLLISION

Violation Status	*Total*	*M.V. Struck Bicycle*	*Bicycle Struck M.V.*	*Not Stated*	*Area*			
					Urban		*Rural*	
					No.	*%*	*No.*	*%*
Accidents with violation....	257	162	93	2	98	77%	159	84%
Accidents with no violation..	60	48	9	3	29	23%	31	16%
Total	317	210	102	5	127	100%	190	100%
No report.....	75	20	1	54	40		35	
Total	392	230	103	59	167		225	

the bicycles ran into the motor vehicles (See *Table Va*). These occurred principally when bicycles did not have the right of way, when they turned improperly, or when they disregarded stop signs and signals (See *Table Vb*).

In four out of five accidents, bicycle riders were violating.

Information on violation was given for 317 of the accidents (See *Table Va.*) Of these, 257 accidents involved 302 violations. In only 60 cases did the reports state that the bicyclist was not violating a law or safe operating procedure. In the remaining 75 accidents, information was not given to show whether or not there was a violation.

As shown in *Table Vb*, the bicyclist did *not* have the right-of-way in nearly one-third of the accidents. Improper turning violations totalled about one in six; disregard of stop signs and signals, about one in eleven. In the order of frequency, other violations were: riding in the center of street, riding against traffic, riding too fast, carrying an extra rider, and riding abreast.

The proportion of accidents involving violations was larger in rural areas than it was in urban areas; specifically, the percentages were 84 and 77, respectively. As shown in *Table Vb*, not having the right-of-way was the leading violation in both areas, but this was a larger proportion of the total violations in urban accidents than it was in rural accidents.

In rural areas, improper turning, and riding in the center of the road were next in importance. In urban areas, disregard of stop signs was next, followed by improper turning and riding against traffic.

(Continued on next page)

Table Vb.

VIOLATION OF BICYCLE RIDER AND NATURE OF COLLISION

Violation of Bicycle Rider	*Total*	*M.V. Struck Bicycle*	*Bicycle Struck M.V.*	*Not Stated*	*Area*			
					Urban		*Rural*	
					No.	*%*	*No.*	*%*
Did not have right of way...	94	60	34		41	38%	53	28%
Improper turning	52	31	21		16	14%	36	19%
Disregard stop signs, signals.	27	9	18		17	15%	10	5%
Riding in center of street...	22	18	4		6	5%	16	9%
Riding against traffic.....	17	11	5	1	9	8%	8	4%
Riding too fast.....	13	8	5		7	6%	6	3%
Carrying extra rider.....	10	6	4		3	2%	7	4%
Riding abreast of other rider.	10	4	6		2	1%	8	4%
Cutting in and out of traffic.	8	7	1		0	0	8	4%
Following too closely.....	5	3	2		5	4%	0	0
Hitched to moving vehicle...	1	1	0		0	0	1	1%
Other	43	33	9	1	8	7%	35	19%
Total violations.....	302	191	109	2	114	100%	188	100%

Bicycle Accident Statistics *(Continued from preceding page)*

Most motor vehicles were moving straight ahead.

In 95 per cent of the accidents, the motor vehicles were moving straight ahead when the collisions occurred. Of 331 accidents in which direction of vehicle was given, in only 13 was the vehicle turning, and in only four was it leaving a driveway or parking place (See *Table VI*).

Of 314 accidents where the vehicles were moving straight ahead, in 57 they were passing bicycles. In this situation, one-third of the accidents happened when the bicyclists made improper turns. Cutting in and out of traffic, and riding abreast of other riders were the next most important causes, although they were not large in total.

When the accident vehicle was passing another motor vehicle, bicyclists became involved most frequently when they were riding against traffic.

In all other accidents where the vehicle was moving straight ahead, the principal bicyclist violations reported were failure to have the right-of-way, improper turning, disregard of stop signs, riding in the center of the street, and riding against traffic. *Table VI* shows these totals for all accidents●

Table VI.
VIOLATION OF BICYCLE RIDER AND MOVEMENT OF MOTOR VEHICLE

Violation of Bicycle Rider	*Total*	*Movement of Motor Vehicle*							
		Going Straight			*Turning*				
		Passing Cyclist	*Passing other M.V.*	*Other Straight*	*Left*	*Right*	*Entering Street from Drive*	*Leaving Parked Place*	*Not Stated*
Total accidents	392	57	14	243	8	5	2	2	61
Total accidents with violations	257	39	10	178	6	1	1	0	22
Total violations	302	46	13	207	9	1	1	0	25
Did not have right of way	94	3	1	81					9
Improper turning	52	19	1	28	1				3
Disregarded stop signs, signals	27	1	1	21	1		1		2
Riding in center of street	22	2	1	18	1				
Riding against traffic	17	2	3	10	1				1
Riding too fast	13			8	2				3
Carrying extra rider	10	1	2	5					2
Riding abreast of other riders	10	3		5	1				1
Cutting in and out of traffic	8	4		4					
Following too closely	5			1	1	1			2
Hitched to moving vehicle	1	1							
Other	43	10	4	26	1				2

A Civil Defense and Disaster Program

(Continued from page four)

Most school buildings have certain areas that offer better protection than others against tornadoes, hurricanes, blast, primary radiation, fire-storm, radioactive fall-out and other threats to life and limb. In some cases a small expenditure of money for propping ceilings, covering glass or making other simple changes can greatly add to the protective capacity of such areas. As part of the shelter program school buildings should be surveyed by competent persons to determine the safest place or places. The designated shelters and routes into them should be marked. Shelters should be equipped with first aid materials, emergency drinking water, simple tools, maps, battery-operated radios and such other equipment as seems reasonable.

The entire building should be inspected to determine what precautionary measures should be taken to make it as safe as possible in case of disaster. A disaster operations manual should set up a chain of command and assign duties and stations to staff members.

In all school disaster programs it is essential that the parents and community understand what the schools are doing for the safety of the children, and for this reason the public should be kept informed. When shelters are ready, air raid or disaster drills should be conducted into them.

In addition, school children should be taught how to take cover wherever they may be. This lesson is important because they may not always be able to reach an air-raid shelter.

To provide better protection, school boards should consider the feasibility of building air raid shelters in new construction, using materials with higher blast resistance, or of developing multiple-use facilities such as the gymnasium, which doubles as a shelter by reason of blast resistant design. While few or no lives would be saved from a direct hit by the kind of shelter public money can afford to buy in most places, the lives of hundreds of thousands of school children on the periphery of major damage areas will be spared by an intelligently set up take-cover program.

The radioactive plume of a hydrogen bomb will scatter fall-out over thousands of square miles. Even isolated rural schools must be alerted to the fact that their isolation is no defense against such deadly shower, and, like schools in the primary target area, they must be prepared to set up a shelter program to safeguard their children against contamination.

Everyone in any way connected with schools has a responsibility to see that schools do their part in the great national disaster protection program. It would be a good thing if everyone became acutely uneasy about the jeopardy which surrounds children as a result of man's and nature's inhumanity to man.

School staffs should inform themselves of the hazards which children face and prod school boards to authorize the necessary preventive measures. School boards, in turn, should see to it that school staffs remain on their toes. Parents should demand that school boards and staffs remember that the survival of children is even more important that the 3 R's. In developing over-all patterns for disaster defense, communities must not overlook the magnitude and importance of the school segment of the community.

While a good school civil defense plan is likely to involve the expenditure of very little money, it will demand much serious planning. A hundred essential details have not even been mentioned. Agencies, federal, state and local, stand ready to help. Much instructional matter is available in books, pamphlets, films and filmstrips.

This is one of those jobs that is never finished and wrapped up. Each week has its new weapons, new defenses. Even nature is unpredictable. And each child is a new challenge—*how best can we teach him to survive?*

The National Safety Council Reports to the Nation

(Continued from page 5)

Progress was as evident in all departments of the Council as well as the School and College sections. Council income exceeded five million dollars in 1957, assets rising to almost 2½ million.

The downward trend in traffic deaths in the face of rising travel and vehicle registration has increasingly continued. However, the Traffic Department warned that complacency with currently effective control measures can turn today's success into tomorrow's failure.

Groundwork is being laid by the Home Division for developing safety standards for toys in an effort to decrease accidents among young children●

EVERYBODY

ALTHOUGH the atmosphere will be "Ivory Towered," the "talk" will be quite down to earth.

The "talk" will be heard during the Sixth National Conference on Campus Safety, April 27 to 29 at Michigan State University, East Lansing. Sponsored by Michigan State University and the Campus Safety Association of the National Safety Council, the Conference will develop and search for solutions to problems in the field of campus environmental safety and accident prevention.

One half-day session will be devoted to fire problems, one will concern laboratory problems, and one will feature discussions and information on safety organization and accident costs.

Other topics scheduled for the Conference include college safety organization plans and campus safety committees, radioactive decontamination procedures and laboratory design, safety orientation of freshmen and transfer students, and reasonable and proper safeguards for handling and storing flammable liquids in laboratories and offices.

In addition, discussions will be held on the responsibilities and problems encountered by supervising landscape architects in the design, location and construction of new buildings; chemical booby-traps; practical selection, maintenance and use of fire extinguishers; accident costs, functions of Underwriters Laboratories, and the prevention of student disturbances.

Realizing that much of the benefit of a conference lies in the exchange of opinions, ideas and experiences, the program planners have allotted a certain amount of time after each session for open discussion among the delegates.

Attending the Conference will be college administrators, educators, business officers, superintendents of buildings and grounds, deans of students, student health service personnel, campus security officers, personnel directors,

Is Talking About It!

residence hall directors, safety directors and engineers and faculty from a wide range of departments.

Committee reports are scheduled at the open business meeting of the Campus Safety Association on Wednesday morning, the last day of the Conference, and will include reports on standard accident reporting, planning and off-campus housing standards.

Besides talking, the delegates will also have an opportunity to do some walking—to examine emergency rescue and fire equipment of the type most colleges or universities could assemble for disaster preparedness. Radioactive decontamination equipment, which has been assembled by a safety department for emergency assistance to campus laboratories, will be on display. Delegates can also examine respiratory equipment for hazardous research projects and emergencies.

In addition, delegates will tour campus areas which may be of special interest, such as chemical and biological laboratories, the modern dairy building, the extensive food handling facilities, the power plants and farm areas. Other tours will guide these men and women through the facilities of the nationally recognized Highway Traffic Safety Center, which includes the multiple car driving range and the Drivotrainer laboratory.

The Conference will be held in the W. K. Kellogg Center for Continuing Education, and all facilities, including dining and sleeping rooms, are available in this modern center. Motel and hotel accommodations are also available in East Lansing and Lansing, for those delegates who may prefer them and who may register too late for rooms at Kellogg Center. Only 200 registrants can stay there.

Everyone who has a responsibility or interest in accident and fire prevention is encouraged to attend this important Conference to gather and exchange information that will help eliminate accidents to college students and faculty.

Registration fee for the three-day session is $20. If delegates register before April 1, the fee is $18, which includes materials, two luncheons, the banquet and a copy of the Conference Transactions.

Send the registration application below to Campus Safety Conference, The Kellogg Center for Continuing Education, Michigan State University, East Lansing, Michigan. Do it now—make sure you reserve yourself a place at this important meeting●

Tear Off and Mail This Handy Registration Form

Date_____

To: *CAMPUS SAFETY CONFERENCE*
The Kellogg Center for Continuing Education
Michigan State University
East Lansing, Mich.

Please find enclosed my check (or invoice) in the amount of $_____ for (number) _____ ☐ early or ☐ regular registration for the Sixth National Conference on Campus Safety, Michigan State University, April 27-29, 1959. Additional names and requests for room reservations are listed below. I understand you will send confirmation with complete conference information.

Name_____

Title_____

Organization_____

Mailing Address_____

Third graders listen to a tape recording of their safety play broadcast over station WMOH. The author is standing at far right. Her critic teacher, Mrs. Wardlow, operates the recorder.

"I 'Cut My Teeth' on Safety"

EVERY light was green for this student teacher.

An interest in safety, an opportunity for a radio broadcast, an extremely cooperative school and a mishap on the playground were the ingredients for a thrilling and rewarding climax to my teacher training.

Stepping into a class already in progress with a professional teacher in charge presents a difficult situation for the student teacher. She must learn the ways of the classroom quickly and adapt herself to those techniques. At the same time, she must remember the principles she has been taught during her preceding years of training away from the classroom. To stand in front of the room and maintain the pupils' attention is an achievement, but an even greater one is to select a unit of study apropos to the classroom situation as well as challenging to the pupils. A broad topic is good as it will lend itself to the daily program of the class. At the same time it must have tangible aspects permitting the young children to "see" what we are talking about and understand what they must do about it.

Moving from one topic of concentration to another is not easy if the general course of study is to be meaningful. In the classroom in which I was doing my student teaching a number of projects were underway. The ideal course of study would be a general unit to include all of these themes of interest. The daily calendar, the community helpers, and community geography were all included in the social studies, while basics in arithmetic and spelling, reading of early days, music, art, and the basic language arts were also being carried on.

The topic, "Safety," was chosen for several reasons. Under this heading all of these topics could be unified in an interesting manner. Each pupil could approach the subject through his own interests and group work would easily evolve.

The school already had its own safety council so the pupils were well aware of safety needs. It was my hope that through a general study of safety the pupils would develop a concept of the vast extent of safety and the need for each individual's help.

We started our study with a discussion. Fortunately or unfortunately, the discussion was initiated by a mishap on the playground. During our discussion, the subject was divided into four areas: classroom safety, corridor safety, playground safety and traffic safety. Taking them in order, we set up a list of safety precautions (all in the positive) for each of us to watch in the classroom. We corrected these as they were practiced.

Stepping into a class that had already started, this student teacher "cut her teeth" on class leadership through a unit on safety education that unified the third grade curriculum, made all her pupils interested in and enthusiastic about avoiding accidents.

by Mrs. Shirley Strong Miller
Former student teacher at
Buchanan Elementary School
Hamilton, Ohio

Several days later, 30 little detectives, with pencil and paper in hand, placed themselves strategically around the corridors of the building. Not a word was spoken. The silent detectives returned to the classroom with lists of dangers and precautions that existed in the school building. These dangers, and precautions to be taken, were divided into several categories until, finally, our outline included precautions for pupils at various points throughout the school building and a list of questions on which we would need further help.

Several committees were at work by this time. One group planned signs for all of the children to make and place around the corridors to remind other children of the need for safety in the building. Another group was contacting the police department in hopes of obtaining further information from the community. Another got in touch with the school nurse, and another took reports to the student council. Arithmetic problems, reading, writing, looking, thinking and reporting, comparisons with the early days, setting up standards and being hosts to visitors were all a part of finding out more about safety.

After careful study of safety in and around our own school, we turned to traffic safety. The children discovered there is more to a safety sign than meets the eye. The color and the shape are as important as the writing on it. Out of black paper the children cut shapes representing various safety signs. Attractive signs were made for the school and playground. Careful lettering, so that others could read the signs, kept each child busy. This work was hard but it all had meaning. There was a reason for every project.

For fun we learned a few songs about safety and even made up one ourselves. We sang one song to the policeman who visited our classroom. They were such fun pupils were overheard teaching them to others.

We had learned a great deal about safety, why everyone must practice it and the vastness of the subject, and now we presented ourselves with the problem: How can we remind others to be careful and show them that *we* are trying?

The *town* had a safety sign in the village square. What could *we* do? As a result of a discussion we discovered a number of other means of communication. We had pictures taken of ourselves and our signs for the newspaper in town. Our story was told through newspapers and radio. On WMOH we broadcasted our safety play, which appeared in the November, 1957, issue of SAFETY EDUCATION.

Our interest in safety went further than this. Instead of concentrating on helping others remember safety, we broadened our own interests in safety which *had* been confined to the school and the streets. Thirty third-graders discovered for themselves the many other people helping to make this world safe for us in addition to the oft-thought-of fire and police departments. They found that other people were writing reminders, that movies have been made and also that the field of safety is unending. Sanitation, modernization, conservation and health were a few of the related fields uncovered. The subjects became more and more interesting as we went along.

The children invented imaginary characters to illustrate the various safety areas and people involved directly with keeping us safe. They

(Continued on next page)

wrote stories about their purposes or adventures and illustrated them. They read the story of "Stop and Go, the Safety Twins," and learned the "Stop and Go" song. They took letters home reminding their parents of safety rules.

Possibilities in a unit on safety are unending. Most important are the recognition of safety precautions by each pupil and the development of his ability to know what to do to prevent accidents. More important than any achievement, I believe, is the care and concern for others as well as themselves which develops through group living and group interest in safety.

No unit is complete without an evaluation and effective culminating activity. The radio play was our culminating activity which, itself, was terminated by an interview of several of the children. The questions and answers of this interview made a natural introduction for our evaluation discussion. We decided that we had just begun to learn about safety.

As a student teacher I was prepared well enough to know that there was a great deal I did not know. Under the guidance of Mrs. Eva M. Dratz, director, Department of Education, Western College for Women, I have gained a great interest in safety education for youngsters. With this interest and preparation I am anxious to work with third graders in the field of safety. Beyond the study of safety I was thrilled to be convinced that children will learn and work more than I ever expected if they are interested in what they are doing.

I am grateful to Mr. Copeland, my principal and Mrs. Wardlow, my critic teacher, for creating an ideal student teaching situation●

Give Student Teachers Experience in Safety Education Programming

Says Mrs. Eva M. Dratz
Director, Department of Education
Western College for Women
Oxford, Ohio

EDUCATION majors know that learning is goal-seeking behavior. The goals sought are those of the learner, who is motivated toward these goals by his interests and needs. In the safety education program, this means that the child can develop safety habits best when the actual school situation requires consideration of safety practices, not when it is isolated from everything except theoretical concern for safety.

Safety education is a part of our basic needs for human living. Alert and intelligent teachers know that human resources must be conserved. The social studies curriculum emphasizes the broad aspects of human relationships and the problems of living in one's environment. Thus, it is incumbent upon this part of the curriculum to take the responsibility for that aspect of safety education which deals with social living.

Elementary majors realize that an elementary school with a sound program is providing experiences in safety education. There must be accomplishments in five areas:

I. Needs of the pupils.

A. Analyses of hazards in the pupil's environment.

B. Analyses of hazards associated with seasons—holidays, etc.

C. Considerations of individual problems.

II. Provisions for active participation of pupils in caring for their own safety.

A. Patrols.

B. Monitors (hall, playground, etc.)

C. Bicycle clubs.

D. School councils.

III. Provisions for instructional aids.

A. Available files of all materials published by the National Safety Council.
B. Movies.
C. Film strips.
D. Slides (commercial; contributions of art classes, etc.)
E. Posters.
F. Interviews.
1. school patrol chief
2. policemen
3. safety councils
G. Assembly programs (for school, PTA, clubs)

IV. Provisions for realistic opportunities for supervised practice in coping with hazards.

A. Crossing streets.
B. School equipment.
C. Fire drills.
D. Field trips.
E. Stairs.
F. Gymnasium.
G. Playground.

V. Provision for opportunities to cooperate with community agencies.

A. Fire Prevention Week.
B. Clean-up Week, etc.

Inexperienced students must have these privileges:

(1) To evaluate techniques in recognizing individual and group needs.

(2) To evaluate curriculum guides which *can* be of help to the inexperienced teacher.

(3) To observe experienced teachers working with groups who have problems in working and playing with each other.

(4) To observe attitudes, emotions and general behavior of groups and individuals.

(5) To receive individual guidance in planning and in writing units emphasizing democratic and safe living.

(6) To observe how children develop confidence in themselves.

(7) To observe how children learn to live the "Golden Rule."

(8) To observe how the cooperation of the faculty, pupils and custodial staff is necessary for an effective safety program.

Safety will reach its peak of effectiveness when *every* teacher realizes the values of a safety program and every teacher teaches safety●

The Accident That Almost Happened

WHEN a couple of college roommates discuss hunting, everyone listens. Plans for the big hunting trip were underway, and the third roommate seemed quite interested. He admitted, however, that he was a novice and had hunted only quail, and that when he was a boy.

When he returned in a week with a classic L. C. Smith double twelve in quail grade we were really awed over this fine little weapon. It was made of all chrome barrels and crisp action that showed really fine craftsmanship.

The following Saturday, we borrowed the gun to try it out on barn pigeons. We alternated using it, and the gun pointed fine. Very rarely did it miss. We were both impressed with the gun's performance until the accident—almost—happened.

I was loading the right barrel after making a clean kill, and when I closed the action on the new shell, the gun discharged suddenly, and harmlessly, into the ground where I had pointed it. You might say it was lucky I hadn't shot myself or my partner, but I can't agree. I have been in the fields since I was eight, and around men with guns long before I could use one. I've seen all types of gun handling, and I was raised and taught that gun safety *always* comes first. It scared me when the gun discharged.

I was most afraid of the gun. Looking for the cause of the unexpected discharge, we found that many years of storage had corroded the sear and cocking mechanism and caused the action to work roughly. This, combined with an out-of-date safety mechanism, left the gun in a "bomb"-like condition—a "bomb" that could be pointed, and, luckily, was pointed *down* at a safe piece of ground when it went off.

The gun will be brought into a competent gunsmith next week and will be rendered safe.

But I still wonder, with horror, just what might have happened if our roommate, a person not conditioned to good firearm safety, had the accidental discharge? Which way would those shining barrels have been pointed?

By John C. Mulligan, student, University of Indiana.

Look, Learn and Drive . . .

is the way students learn to handle an automobile safely in the new three-phase television-classroom-car driver education program instituted in Dade County, Florida. Here is a television-driver education experiment that is working . . .

Dade County driver educa

SOME folks aren't even up yet . . . but the upperclassmen in our Dade County (Florida) high schools are bright, alert and watching television by 8:15 a.m.

Adult westerns aren't the attraction that early in the morning. On the contrary, the students are learning how to drive safely through the facilities of the educational channel owned and operated by the Board of Education. The telelessons are one part of a three-phase television-classroom-car driver education program which has been undertaken to give our driver education program much-needed expansion.

Driver education became a part of the senior high curriculum in seven Dade County public high schools in 1947. As new high schools were constructed, driver education courses were automatically set up in these new schools. During the school year 1957-58 13 high schools conducted driver education courses.

Certification in driver education by the Florida State Department of Education has always been required of all instructors teaching the course. Local and state workshops held during the years have broadened and enriched the scope and content of the course. Through the cooperation of local automobile dealers new cars were loaned to the schools each year. One car and one instructor per school was the usual pattern. The instructor's load was a minimum of 12 and a maximum of 16 students per teaching period. Our goal was always to meet the nationally recommended standard of 30 hours of classroom work and six hours of the practice driving phase.

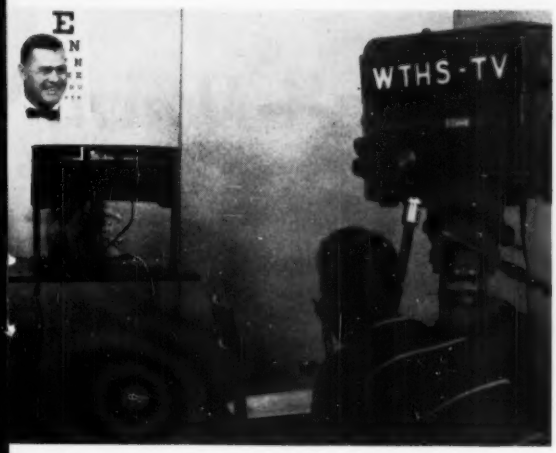
Enrollment was necessarily limited in most schools to senior students 16 years old, or to those who would reach that age before completion of the course. Written parental consent was a prerequisite to enrollment. Students were assigned a minimum of two periods a week for driver education: one for classroom work and one for practice driving. Additional hours were scheduled either during the school day or before or after school hours for extra time in the car. Before students could participate in the practice driving phase, they needed a restricted driver license, which required passing of both eye and written tests given by our Florida Highway Patrol.

During the first semester of the school year 1957-58, the multiple-car plan was considered. After studying the plans used in the Detroit public schools and at Lane Technical High School in Chicago, we decided to adapt these plans to suit the conditions and facilities at one of our senior high schools. Our attention was also directed at this time to the use the Cincinnati schools were making of kinescope lessons in driver education.

We experimented, using the three phases—television, multiple-car plan on a range and classroom instruction—running concurrently. We wanted to enable more pupils to take the course, and, at the same time, to maintain the highest possible standard of instruction—in other words, to increase the number of pupils without sacrificing the quality of instruction.

Television was part of this experiment. For the experimental television-multiple-car plan, Northwestern Senior High School with an enrollment of 1,190 students was selected.

Seven major details of the program had to be worked out: the number of students to en-



on instructor William Barber conducts a televised lesson.

roll, grade or grade levels to include, building a range on school property, the part the telecasts would play, the number of instructors and the number of cars needed. Students would service the cars in the automobile mechanics shop course.

Eleventh grade students were assigned to the course, seniors were permitted to elect it, and a limited number of tenth graders 16 years old were allowed to enroll. A total of 380 students was enrolled, the majority being eleventh graders. A "package deal" of driver education and physical education was worked out for the eleventh grade students whereby two days a week they were assigned to driver education and three days to physical education.

Before bids were opened to construct the driving range, the Detroit public schools and Lane Technical High School were contacted in regard to construction, size, materials, patterns of work (figure eight, parallel and angle parking, etc.) and other information necessary to start the program.

From W. K. Streit, director of health and hygiene, Cincinnati public schools, we obtained information on the scope and sequence of the kinescope lessons in driver education conducted in the Cincinnati public schools, as well as other pertinent information for both the regular and television programs.

Arrangements were made for the telecasts to appear from 8:15 to 8:30 a.m. three times a week. The students reported directly to the school auditorium for the telecasts, rather than to their home rooms. The eleventh grade home

A Driver Education Feature

By T. J. Bleier
Supervisor, Health and Physical Education
Dade County Public Schools
Miami, Florida

room teachers met in the auditorium to check attendance and to help with the discipline. Time was provided for the usual morning exercises of the flag salute and a short devotional. Six receiving sets were used.

William Barber, a driver education instructor from one of the high schools, was selected for the telelessons and released time was given to prepare them. Each lesson was carefully planned to make the best possible use of 12 minutes of concentrated instruction. Charts, diagrams, illustrations of good driving practices and films, together with a clearly delineated outline were used. A few members of traffic enforcement agencies were invited to take part in several of the telelessons to provide variety and interest.

A total of 47 telecasts was scheduled, making a net time of 12 hours. Two instructors were assigned for the classroom and on-the-range work at the school. Six used cars were purchased for use on this program and two new cars were furnished by dealers.

By the first broadcast, we had cooperatively worked out a flexible scope and sequence for the telecast program with the classroom work and the behind-the-wheel training running concurrently with the broadcasts. Advance lesson plans for the telelessons were turned over to the driver education instructors. Wednesday of each week approximately 75 students per period were assigned to the classroom phase of the work.

Periodic conferences were held with the television teacher and the driver education instructors to compare notes on how the three phases of the program were being coordinated, their reception by the students and whether the scope and sequence were timed to fit in with both the classroom work and the behind-the-wheel training. Coordination was necessary for the program to "click."

An average of 16 students per period was assigned to the range for four days a week, with no group assigned for more than one period a week.

The 80 twelfth grade students who elected the course received on-street instruction in addition to range practice.

For the school year 1958-59, we are including two more senior high schools in this program with the three phases running concur-

(Continued on page 40)

Accidents—*Down!*

Student school bus drivers improved their efficiency and safety record in Onslow County, North Carolina, after the county schools subscribed to the National Safety Council's Accident Prevention Program.

By Isham B. Hudson
Superintendent
Onslow County Public Schools
Jacksonville, North Carolina

EXACTLY 100 school buses serve our public schools here in Onslow County, a coastal county in North Carolina. The buses transport 6,175 pupils back and forth to school and home again, and travel approximately 525,000 miles during the school year to do so.

This is a tremendous responsibility, and on December 1, 1956, our Onslow County public schools subscribed to the National Safety Council's Accident Prevention Service in order to improve our safety program.

Eighty per cent of our bus mileage is acquired on hard surface roads, 15 per cent is on improved roads, and unimproved roads constitute about five per cent of our bus traveling time. A considerable amount of the school mileage is on roads which carry a great deal of traffic because of the large military installation—Camp LeJeune Marine Base—which is located here. Jacksonville, our largest town, has a population of 12,000.

By state requirement, North Carolina school bus drivers must be at least 16 years old and must pass a rigid classroom written test and a road test before they can be licensed. Drivers are selected by the principal of the school served, subject to the approval of the county superintendent and the county board of education, and they are qualified, or licensed, by a representative of the Driver Education Division of the State Department of Motor Vehicles.

For their services, the state pays school bus drivers 25 dollars per school month. Five adult drivers who serve elementary schools where no student drivers are available receive additional compensation

When the National Safety Council Accident Prevention Service was inaugurated in our schools, it was explained to regular and substitute bus drivers and school principals at a dinner which was held in the cafeteria of one of the schools. The dinner was also attended by a representative of the state department of safety education, which had licensed the drivers, one or two members of the highway patrol, the chief school bus mechanic and other interested people.

At a meeting following the dinner, a copy of the National Safety Council's booklet on professional driving, "For Experts Only," was placed in the hands of every bus driver. While the drivers paged through the book, the county superintendent of schools discussed important points in the 24-page publication. The driver learned exactly what was expected of him and was given the book to take home and study further.

Particular stress was laid on earning the National Safety Council's Safe Driver Award certificate. Student drivers were reminded that this certificate could be very valuable to the driver after he left school—in securing a job as well as applying for military service.

This dinner, which is free to those attending, is now given every year at a school cafeteria, and the Council program is once again ex-

Driver Prestige—*Up!*

Onslow county school buses carry more than 6,000 pupils to school and back every week day. The National Safety Council's Accident Prevention Program has been of real service in safety education of drivers.

plained in detail to both old and new drivers and substitute drivers. Those drivers who have achieved noteworthy driving records are rewarded with Safe Driver Award certificates. These are highly prized, and names of the winners appear in the newspaper.

Esprit de corps is high at the meeting. The county superintendent, presiding, re-emphasizes all safety measures. Each school principal is given an opportunity to contribute to the meeting in any way he feels pertinent. The service rendered by the drivers is highly complimented, and the importance of the school bus driver in the school safety program is strongly emphasized. Meanwhile, the life-saving necessity and the "how" of defensive driving are re-iterated.

All through the year, the safety lessons taught at this meeting are re-inforced. With his monthly pay-check, each driver receives a safety letter from the National Safety Council and a copy of the monthly Council publication, *The Safe Driver*.

County school principals are kept reminded of safety throughout the year at 12 principals' meetings held by the county superintendent. Bus transportation and driver improvement are frequently discussed.

An efficient staff of bus mechanics keeps the bus fleet in excellent operating condition. Gasoline, oil, and anti-freeze are provided and bus repairs are made as soon as they are needed by a mechanic assigned to each school.

Drivers are encouraged to observe sound practices of preventive maintenance, keep their buses clean inside and report any mechanical trouble in their buses to the principal on a written form signed and submitted daily.

Such vigilance pays off. During the school year 1957-58, there were only three accidents in which the bus driver was adjudged to be at fault. Property damage amounted to about $400.

It is difficult to measure the exact contribution one single element contributes to the safety and efficiency of operating a fleet of school buses. It is my sincere belief, however, that the National Safety Council's Accident Prevention Service has made a significant contribution to our program. Furthermore, I am sure of the fact that we have experienced a reduction in school bus accidents and witnessed a steady growth in the prestige of school bus drivers in our total school program since its inauguration●

Congress Week Significant for Campus Group

THE week of the 1958 Congress was a highly important one for college safety educators, researchers in safety education and those concerned with environmental safety in our nation's colleges and universities.

It marked the formal organization of the College Education Committee and the Research Committee of the Higher Education Section, and the official recognition of the former Campus Safety Committee as the Campus Safety Association.

Early in the week, the College Education Committee unanimously adopted a program of procedures and objectives that will put it on the road towards establishing a real, organized effort to "broaden, strengthen and study the safety education activities now in progress in colleges and universities." The group will take action to enlarge college curricula offerings and to stimulate student and faculty participation in safe actions and safety activities.

A little later in the week, an organization meeting for the Research Committee was held, and purposes of this group were enumerated as follows: to encourage research in safety education; to further application of research findings in schools and colleges; to assist in disseminating information about research needed, in progress, or completed; and to promote sound techniques in carrying out research projects.

The Campus Safety Association, which devotes its attention to practical and educational measures to prevent accidents on college campuses, has been active for a number of years. Its new name was formally approved at the October 19 annual meeting of the School and College Conference of the National Safety Council.

With their formal organization and the adoption of official procedures, the college education and research committees had only to elect officers to become *bona fide* committees of the Higher Education Section.

By unanimous resolution, Homer Allen, Purdue University, was declared chairman, and Dr. A. E. Florio, University of Illinois, vice-chairman, of the College Education Committee. Dr. Bernard Loft, Indiana University, was named secretary of the group. Executive committee members will be Dr. John Corbally, University of Oregon, Elwood F. Olver, Pennsylvania State University, and Dr. Lynden B. Sherrill, Louisiana State University.

The Research Committee elected Earl Allgaier, of the American Automobile Association, as chairman; Dr. Leon Brody, New York University, as vice-chairman; and Dr. Charles Peter Yost, University of Wisconsin, secretary. Dr. Edwin Angier, Los Angeles City School System, Forest R. Noffsinger, Northwestern University Traffic Institute, and Frank Bennett, Baltimore City School System, became members of the executive committee of the research group.

New officers of the Campus Safety Association will be elected April 29 at the Sixth National Conference on Campus Safety to be held at Michigan State University.

Coordinating the activities of the three committees will be the Higher Education Section, new chairman of which is John W. Hill, Texas A & M College System. Arthur F. Brandstatter of Michigan State University, was elected vice-chairman. The executive committee of the Section is made up of officers and executive committee members of the three separate committees.

In recognition of his "outstanding and untiring efforts to create a unified and broadened higher education organization within the Council," John Hill was awarded a plaque of appreciation during the Congress, noting his service as general chairman of the Higher Education Section for 1957-58. The presentation was made by National Safety Council vice president for schools and colleges Dr. Lowell B. Fisher●




New committee chairmen of the Higher Education Section are, from left: Earl Allgaier, Homer Allen, Arthur Brandstatter. John Hill, right, is chairman of the Section.

SCHOOL FIRES

safety education data sheet number 47 (revised)

Statistics

1. According to estimates published in October, 1956, issue of the *Quarterly* of the National Fire Protection Association, 4,500 school fires occurred in 1955.

The Problem

2. Many major aspects of school fire protection are of primary concern to the administrative and operating staffs rather than to the teacher or the pupil. Such responsibilities include building and fire escape construction—restriction of large floor areas, enclosing all floor openings, installing smoke-proof enclosed masonry towers inside buildings, enclosing fire doors and fire stops, panic hardware, outward-opening doors, ventilation and heating system, sprinkler system, fire-alarm system—and maintenance features—rubbish disposal, proper storage of flammable materials, checking for locked fire escape exits, keeping outside fire escapes free of ice and snow, and checking fire extinguishers.

3. In spite of the imposing list of fire protective measures which *do not* administratively concern the teaching staff, teachers do have definite obligations and responsibilities to know about fires and to teach what they know. Teachers *and* pupils should understand the causes of fires and must know what they *can* do to minimize the danger of school fires and what to do in case of fire. Keeping pupils safe while learning offers an unexcelled opportunity for teaching fire prevention.

Attitude

4. From the earliest grades, children should be taught fire safety specifically as a part of daily living. Fire safety should become habitual. Unless pupils are always conscious that fire safety is necessary, such activities as fire drills and the like lose their effectiveness. Such specific instruction should be spaced throughout the school year, not just concentrated during Fire Prevention Week.

5. Fire safety, being an important part of the curriculum, should be *integrated* with as many studies as possible. Science, arts and crafts, health education, social studies, all lend themselves well to teaching fire safety, fire statistics and fire hazards.

6. Fire safety plays, essays and posters (student-drawn or -written or otherwise), bulletin boards, trips to the local fire department, proper fostering by teachers of young pupils playing at being firemen, student fire marshals and fire inspectors, are some of the activities that develop proper attitudes toward fire safety.

7. Teachers should also plan an interesting program for Fire Prevention Week.

Costume Parties

8. Children should be prevented at all times from wearing costumes that are gauzy or filmy or made of paper. If such costumes *are* worn, they should be made flame-resistant. There are commercial products available today for making paper and cloth costumes flame-resistant. Contact the local fire chief for the names of satisfactory products that can be used for this purpose.

9. Under *no* circumstances should persons in costume come near an open flame of any kind. Teachers should rigidly enforce this rule, and the use of candles in school plays should be banned.

10. If a costume *should* catch on fire, the victim must never run! Running only fans the flames. To smother the flames, the victim should be placed at once in a horizontal position and wrapped immediately in a rug, blanket, coat or any type of covering available. Wrap the covering around the neck first to keep flames and poison gases away from the face. If there is no covering available, the flames may be smothered by rolling one's body over the victim on the floor.

Decorations

11. Candles should never be used in jack-o-lanterns or at Christmas time; the danger of fire is too great. Use a small flashlight or electric light instead of a candle.

12. Never cover or shade bare light bulbs with paper or allow bulbs to touch any flammable material.

(Continued on next page)

13. All paper and cloth used for decorations should be made fire resistant.

Christmas Parties

14. When putting up a Christmas tree for a school party, select a place well removed from stairs or other exits, which it could block.

15. Make sure the tree is fresh and that it rests in a firm base which is filled with water. This reduces fire hazards and preserves the tree.

16. *Never* put open flame candles on the tree, and do not place tree near a fireplace or strong lights.

17. Always keep a fire extinguisher or a bucket of water available.

18. Carefully check tree lights and wiring for any signs of fraying or wear. Use only laboratory approved electric light sets.

19. Don't overload any electric circuit to a Christmas tree with other electric equipment.

20. Use non-flammable ornaments of glass or metal, and never put such flammable material as cotton or paper under or on the tree. Use flame-proofed snow, such as flaked asbestos or powdered mica.

21. Do not hang icicles of metallic tinsel near metal parts of light sockets or metal parts of wiring circuits; these icicles may cause a short circuit and a fire. Also do not place icicles made from thin strands of plastic foil so that they touch tree light bulbs.

22. Turn off tree lights when there is no adult in the room and overnight.

23. Remove the tree before it dries out and becomes a fire hazard.

24. If there are presents at the Christmas party, have a large box or wastepaper basket nearby for quick and convenient disposal of gift wrappings. The less paper there is near the tree, the less danger there is of fire.

Emergency Exit Drills

25. First of all, pupils must be taught how to leave the building in an orderly, safe (controlled) manner—to avoid panic which emergency conditions tend to create. Loitering and talking must not be tolerated, but *safety should not be sacrificed for unnecessary speed.*

26. Emergency exit drills must be practiced often so pupils develop the habit of orderly evacuation. Everyone must learn exit procedures—not only how to exit from the homeroom but from every location in the building. Fire prevention specialists suggest drills twice a month until exit procedure becomes routine. During the first part of the term, however, a weekly drill is not too frequent. Hold drills at various times of the day and on different days of the week so pupils may have practice leaving from their several work stations.

27. Pupils not familiar with exit drills, especially in kindergarten and the first grades, should be instructed by the homeroom teacher as to what to expect in the drill. Upper grades may be instructed in a general assembly.

28. Persons should not be permitted to stop for personal belongings, such as hats and coats, during an exit drill, since doing so defeats the drill's purpose. Don't discontinue drills during the winter months, however, because of not being able to stop for wraps. Drills are necessary all year around, and fires are more likely to occur in winter than any other time. Most states have a few mild days, even in winter. In elementary schools, the alarm could be sounded just after children put on wraps for playground or recess period.

29. Since a drill may be called when pupils are using Bunsen burners or blow torches, operating ovens, mangles, electric irons or motors, or have fires lighted in laboratory or shop activities, teachers should instruct pupils beforehand how to shut off motors, turn out furnaces, etc., immediately when the alarm sounds.

30. Students must be taught to re-route their lines to another exit if designated exit is blocked. This practice is the only safe way to develop routine without panic in case of actual emergency. Post signs in each room to show exact routes which are to be followed in case of a blocked exit.

31. Teachers must never show signs of panic. Teachers' panic may breed pupil panic.

32. To avoid panic, special drill procedures are necessary from the lunchroom, gymnasium or auditorium. A large part, if not all, of the student body gathers daily in these locations.

33. Teachers, other personnel and disabled children must not be permitted to remain in the building. *Any* exceptions defeat the purpose of the drill.

34. There must be a designated, responsible adult to sound fire-alarm signals for practice drills. The alarm should be distinctly different from bells used for class purposes. Assistants may be assigned to take charge of drill when the designated person is out of the building. Teachers and pupils should know who is in charge and should understand that, for safety,

obedience is essential.

35. Since automatic class bells may sound even during a fire, there should be one distinct signal for the return to the building, and only an authorized person should sound the signal.

36. The responsibility for turning in a fire alarm, either by fire-alarm box or telephone is, generally speaking, that of the principal's office. However, all teachers and older students should know how to turn in an alarm if the occasion demands. The fire department number should be posted near all phones.

37. Definite procedures should be established for every situation which may arise, including the designation of monitors and their alternates who will close classroom windows; remove crippled and otherwise disabled children; assist in directing lines; search for pupils in toilet rooms, laboratory stacks, workrooms, swimming pool, showers, locker and dressing rooms, etc. Closet doors should be closed when the room is vacated. Pupils in these various locations should pass out of the building in the line nearest them. Outside the building, these students should receive permission and report to their own teachers.

38. At the sound of the emergency exit alarm, teachers in charge of physical education and swimming classes should direct pupils to put on *quickly* sufficient clothing for leaving the building.

39. All teachers should check attendance the first thing in the morning and then keep their pupil rosters readily available so they can be taken outside the building during a drill. Rosters should be checked as soon as designated stopping point is reached.

40. Teachers should know stopping points for their room. These points should be in areas at least 50 feet from fire hydrants, fire-fighting equipment, and clear of traffic.

General Precautions

41. Teachers and older pupils should know location of and how to use fire extinguishers in the areas in which they are involved. Available fire extinguishers must be suitable for the type of hazard in the area involved.

42. A direct channel for reporting fire hazards must be known to all pupils and teachers.

43. In rural schools (where often little or no fire protection is available), heating systems are sometimes coal, wood, gas or oil stoves. Only an instructed, authorized person should be allowed to operate this type of heating arrangement.

44. *Never* use kerosene or gasoline to start or implement coal, wood stove or any other type of fire.

45. If radiators are gas-steam type with individual heating units, they should be provided with tamper-proof handles to prevent unauthorized use and subsequent escape of gas. Do not permit students to meddle with these radiators regardless of the type of handle.

46. Place screens in front of all open fireplaces.

47. Any work with explosive chemicals, Bunsen burners, blow torches, alcohol lamps, etc., should be carefully supervised. Especially important is the disposal of hazardous chemicals, etc., after class laboratory work is finished.

48. Don't allow automatic sprinkler heads ever to be painted.

49. Check fuse link operating mechanisms on all fire doors.

50. Domestic science teachers should see that students follow safe cooking procedures and that pilot flames on appliances are always working. Bottle gas (propane) systems should be installed according to National Fire Protection Association Standard #58. Gas used should contain a malodorant. All gas leaks should be reported at once.

51. Be sure that all gas appliances are supplied through rigid piping with proper shut-off valves. Do not use flexible connections or permit amateur tampering by *anyone*.

52. Don't place cooking equipment near window curtains. They may blow into the flame or heating unit and cause a fire.

53. If movies are shown in the school, find out if they are the slow-burning cellulose acetate type of film. Do not permit use of the highly flammable nitrocellulose type except in an approved masonry motion picture booth in an auditorium with an adult operator.

54. Avoid overcrowding of any room or the auditorium. Never crowd in extra chairs during a school play or party. Be sure that none of the aisles or exits are blocked. The local fire department will inspect all such temporary arrangements and usually will, upon request, send a fireman to remain on duty until the party or play is over.

55. Fire precautions for the auditoriums should also include flame-resistant window draperies and curtains, flameproof painted scenery, asbestos or glass fabric curtain, and no accumulated scenery and props.

56. All wiring should be approved and conform to recommendations of the National Elec-

(Continued on next page)

SCHOOL FIRES *(Continued from preceding page)*

trical Code. There must be no amateur wiring in any part of the school, and temporary wiring should be *only* temporary.

57. In various shops, such as woodworking or machine, have handy self-closing metal safety cans for disposal of shavings, waste, oily rags, etc. Be sure cans are emptied daily outside the building.

58. Store flammable liquids in laboratory approved safety-type containers, and store paints, lacquers and thinners in covered cans in a metal cabinet. Only a limited amount of these materials—enough for active use—should be kept in shops.

59. Permit no obstructions in corridors, stairways, doorways or near entrances. Boxes, bookcases, pianos, tables and bicycles are some commonly found obstructions.

Selected Information Sources

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68. *School Fires.* 48 pp. Illustrated. Boston, Mass.: National Fire Protection Association. 1946.

Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants (Rev.)
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses—Administrative Problems (Rev.)
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium (Rev.)
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps (Rev.)
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires (Rev.)
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop (Rev.)
(54) Summer Jobs: laborers, home yard, service-stations
(55) Motor-Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop (Rev.)
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop (Rev.)
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers
(64) Safety in the Graphic Arts Shop
(65) Safety in Part-Time Jobs: Food Handling
(66) Baby Sitting
(67) School Dramatic Productions
(68) Safety in "Do-It-Yourself"
(69) Playground Apparatus
(70) Safety with Kites and Model Airplanes
(71) Safety in Sports: Baseball
(72) Safety in Sports: Football
(73) School Bus Safety: Operating Practices
(74) Playground Surfacing
(75) Safety in Sports: General Practices
(76) Safety in Bad Weather Conditions
(77) Safety in Sports: Basketball
(78) Safety for Amateur Electricians
(79) Coordinating Safety in Industrial and Vocational Education Programs
(80) Counselors and Helpers in Summer Camps
(81) Gun Clubs: Their Organization and Activities
(82) Office Safety
(83) Safety in the Sheet Metal Shop
(84) Skiing Safety
(85) Safety in the School Lunch Room
(86) Cigarette Fire Hazards
(87) Safety in the Electrical Shop

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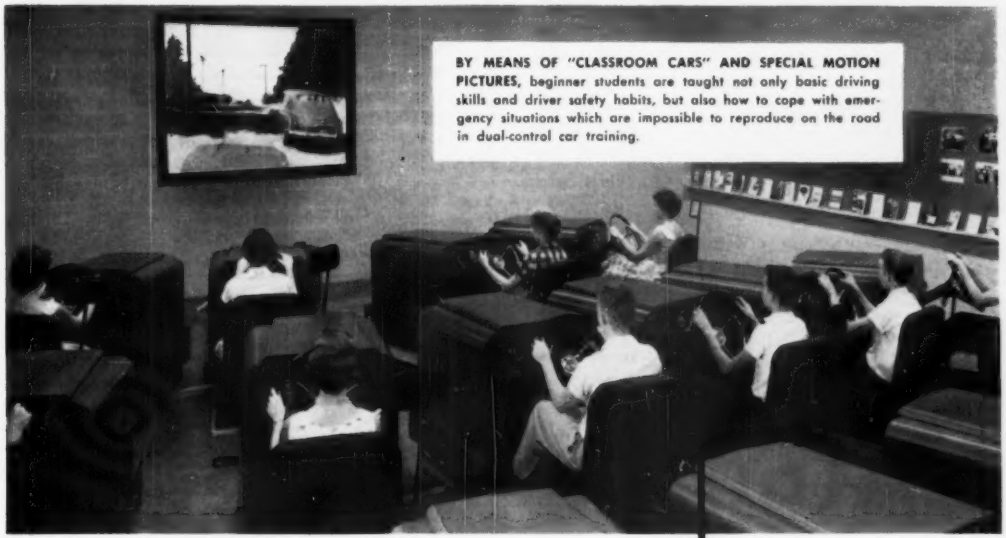
Teachers using Ætna Drivotrainers say:

DRIVOTRAINER STUDENTS MAKE SAFER DRIVERS

They have better safety habits, better driver attitudes, better emergency judgment.



BY MEANS OF "CLASSROOM CARS" AND SPECIAL MOTION PICTURES, beginner students are taught not only basic driving skills and driver safety habits, but also how to cope with emergency situations which are impossible to reproduce on the road in dual-control car training.

Countrywide teacher survey endorses classroom training device

The New York City Bureau of Educational Research recently sent a questionnaire to all schools in the country where Ætna Drivotrainers are used. Here is how high school driving teachers in the 21 responding schools compare Drivotrainer students with those who have not had such instruction:

79% *say Drivotrainers teach better safety habits*

74% *say Drivotrainers teach more wholesome driving attitudes*

79% *say Drivotrainers teach better judgment in emergencies*

88% of the teachers also say that it is possible to substitute Drivotrainer for on-the-road instruction by a 4:1 ratio or better.

While savings will vary with the number of students to be trained, the efficiency of scheduling, and the size of the installation, a school using a combination Ætna Drivotrainer/Dual-Control Car course can train up to 50% more pupils with the same teaching staff and save up to 30% in cost per pupil.

For further data on the Ætna Drivotrainer, please write to:

Development of the Drivotrainer was financed by the Ætna Casualty and Surety Company as a contribution to education, and highway safety.

Ætna Casualty has no financial interest in the sale of Drivotrainer equipment but continues its public service support of the program through production of Drivotrainer films and other teaching aids, assisting in teacher training, and supplying an educational liaison service to Drivotrainer users.

Drivotrainer equipment is manufactured, sold and serviced by the Automatic Voting Machine Corporation of Jamestown, New York.

Information and Education Dept.

ÆTNA CASUALTY AND SURETY COMPANY

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SCHOOLS and individuals subscribing to SAFETY EDUCATION Magazine are entitled to membership in the National Safety Council upon application. In order to clarify Council records, those schools subscribing to SAFETY EDUCATION which desire membership status are requested to designate the individual who will represent the school as a member of the Council. That person must indicate to the Council his desire to represent the school's membership status. He or she will, upon applying with the application at right, receive a membership card in the National Safety Council.

Individual subscribers with school affiliation who desire to be recorded as members of the National Safety Council are requested to so indicate.

Effective as of July, 1959, only those who have complied with this request will be carried as members on National Safety Council records. The form below is to be used for this affiliation. *Fill it out and mail it to the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois.*

School and College Division
National Safety Council
425 No. Michigan Ave.
Chicago 11, Ill.

I desire to exercise my privileges as a member of the National Safety Council. Please send the membership card to me.

Name_____

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City and State_____

The subscription is in the name of

_____
(School or Individual)

I am particularly interested in: (check one only)

___Elementary Schools
___Higher Education
___Driver Education
___Safety Education Supervision

"Lane Tech is getting along without a stage in its big auditorium. Other morn, just before an assembly, the steel fire curtain crashed to the stage.

"Its counterweight (weighing several tons) crunched through the floor and into the basement. Nobody hurt."

—*Chicago Daily News*

Muscles for Children?

To introduce my subject in a rhythmic sort of way might add a little sparkle to the things I want to say. For safety in the gym or on the playground or the pool, can certainly be bettered in your home town public school.

We talk of training children in the skills of many sports. We let them play on floors and fields and even tennis courts. But do we give them training to develop strength of heart and of all the other muscles which they need to do their part?

Small wonder that a youngster shies away from active stuff if he knows he cannot take it when the going gets too rough. For a bump upon the noggin or a twisted leg or neck puts him on the shelf completely as an un-heroic wreck.

To those of us who've tried at times to practice what we preach, abolishment of accidents is not beyond our reach. But it takes a lot of planning, and practice, every day, to make our children really safe and keep them fit for play!

By Homer Allen
Purdue University

JANUARY 1959

LOWER ELEMENTARY SAFETY LESSON

S-1385-A

WINTER FUN

Winter is fun.
We can play in the snow.
We can slide or ski down hills.
We can skate on the ice.
But we must be careful.
We do not wish to be hurt.

Here are some stories about safe winter play:

Playing in snow:
Make snowballs _____ not _____.
Have a special _____ to throw snowballs.
Use these words in the blanks above: place, hard, soft.

Playing with sleds:
Don't slide on the _____.
Don't _____ rides.
Take _____ going down the hill.
Use these words in the blanks above: turns, hitch, street.

Skiing:
Don't ski on a very _____ hill.
Watch for _____ or _____.
Have _____ teach you how to ski.
Use these words in the blanks above: Daddy, bumps, holes, steep.

Skating:
Wear skates that are _____ and _____ well.
Skate on _____ or shallow ponds.
Watch out for _____ boys and girls.
Use these words in the blanks above: rinks, sharp, fit, other.

Published by the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; minimum order ten copies. Lower prices for larger quantities. For information, write the Council, Membership Department.

Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Ill.; former general chairman, Elementary School Section, National Safety Council.

PLAYING SAFELY

Do you like to play outdoors?
Jack and John like to play outdoors.
But Jack will have to stay indoors for a long time.
He was careless.
He hurt himself sliding.
John was careful.
He can still play outdoors.
Which would you like to be, John or Jack?
Why?

SOME THINGS TO DO

Draw pictures of:

Taking turns at sliding.
Daddy teaching you how to ski.
Building a snowman.
These are safe things to do.

Would you like to help everyone be safe?
Here are some things you can do at home or at school:

Shovel the snow from the walks.
Put salt or sand on icy spots.
Watch for large icicles on the eaves.
Ask a grownup to knock them down.

Can you read these signs?

What do they tell you to do?

JANUARY 1959

UPPER ELEMENTARY

SAFETY LESSON

S-1385-A

WINTER FUN

Jack and John loved winter, with its ice and snow. They loved the winter sports. But Jack was having his fun (?) looking out the window at John and the other boys. Why? Because he forgot that there were dangers too. He had hurt his arm coasting, and it was in a cast. (This story could be told also about Mary and Ann). Which boy do you wish to be?

Below is a list of hazards in winter sports. What can you do in each of these to make sure you will be safe as well as have fun? Here are some hints which may help you to find the right answers.

1. Think of others as well as yourself.
2. Be a good sport; take turns.
3. Look ahead; use caution and judgment.

Here are the danger spots: (Make a rule for each.)

Snowballing .....Throwing where persons not playing the game are passing by.
Throwing where snowballs might hit passing cars.
Packing wet snow too hard; ice balls.
Packing with gravel or rocks inside.

Ice .....Skating "out-of-bounds" where ice may be thin.
Skating on ice that is rough or has rocks or sticks frozen into it.
Rough-housing where others are skating.

Sledding .....Sledding on streets not blocked off from traffic.
Sledding on hills with curves or obstructions.
Not taking turns; breaking in or cutting off.
Hooking onto cars or trucks. *Very dangerous.*

Skiing .....Skiing on steep hills before you are expert.
Skiing where there may be hidden stumps, ruts or ditches.
Not knowing how to use or carry a ski stick.

Equipment .....Broken sled runners, worn straps or buckles, dull or rusty skate runners. A sportsman always keeps his equipment in good repair.

Published by the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; minimum order ten copies. Lower prices for larger quantities. For information, write the Council, Membership Department.

Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

A Safety Council Meeting

Chairman. "The meeting of the Lincoln School Safety Council will come to order. Is there any business?"

John. "Yes. I think we should have inspection today."

Mary. "So do I. We've had a lot of ice and snow lately."

Chairman. "All right. Will the committees go now to inspect the school and report back?"

A few minutes later the committees were back and the chairman wrote the following list on the board:

1. Some ice and snow on the steps at the side entrance.
2. A huge icicle had formed on the eaves over the front door. *Very dangerous.*
3. A few icy spots under light snow on the walk leading to school.
4. The primary children were making a slide, with their feet, down the service drive into the street.

Chairman. "What shall we do about these things?"

A new list was quickly made for each item:

1. *Spread sand on the icy steps.* (Jack, who knows a lot about science, suggested sodium chloride (salt) because it would melt the ice.)
2. *Ask the custodian to knock the huge icicle down right away.* (It is dangerous for children to try to do this.)
3. *Call the Public Works Department of the city about the icy sidewalks.*
4. *Notify the principal about the "beaver slide" the primary children were making.* He would have sand or salt put on it.

Miss Jackson. "Boys and girls, I think that this has been a very important meeting. By acting promptly, you may have saved someone a broken bone or other serious accident."

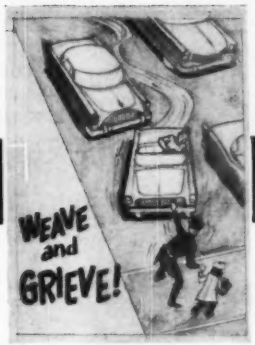
Chairman. "I think we should all be on the alert all winter. If we see any dangerous spots, report to me right away. The meeting is adjourned."

What can you do in your school about situations like these?

JANUARY 1959

JUNIOR HIGH SCHOOL SAFETY LESSON

Weave and Grieve



S-1386-A

This Is the Problem

During the twentieth century, the number of cars in the U. S. has increased from approximately 4,000 to over 60 million. The U. S. automotive industry is currently producing better than eight million new automobiles, trucks, and busses *each year*. If the average number of miles driven by each driver for one year were multiplied by the number of vehicles being driven, the total yearly mileage would be better than 600 billion miles! It doesn't take much thought to realize that with millions of cars being driven billions of miles each year, great care must be exercised by all concerned in order to keep accidents to a minimum.

The poster picture above shows one of the reasons why each year more people are killed in traffic accidents than in any other kind of accident. A driver can't weave in and out of traffic—nor ignore safety aids—and stay out of trouble. He may get away with such carelessness for a while, but not through luck. The only "luck" would be in the fact that other good drivers make allowances for poor drivers and thereby prevent many accidents.

Federal and state governments have been continually working to improve and expand our highways. Automobile designers have been improving automobiles by adding such safety features as: shatterproof glass, four-wheel brakes, better tires, all-steel bodies, and many others. But as one humorist very wisely said, "The most important part of a car is 'the nut' that holds the steering wheel." In other words, the improvement of highways and automobiles' safety features has helped. When all is said and done, however, the individual driving the car is the one who makes it a means of transportation or an instrument of death.

Let's look at some of the ways you can start planning now to be a safe driver and a safe pedestrian.

Know the Signs of Life

Shown below are five "signs of life." You should be so familiar with them that their shapes should give you a message. Fill in the blanks with a sentence or phrase describing in general the information on each sign.

1. _____
2. _____
3. _____
4. _____
5. _____

Answers: 1. Caution—slow down; 2. Stop; 3. R. R. Crossing; 4. Traffic regulations and information; 5. Yield right of way.

Know How to Interpret Rules

Mere memorization or following established rules is not enough. Interpretation and proper application of rules is just as important as knowing them. For example, listed below are some regulations that in themselves are good. There are times, however, when if you misinterpret the regulations, you might have an accident.

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Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida.

Under each regulation list three conditions that should cause you to interpret the regulation in the proper manner—and not just as it reads. Although the same conditions could be used for several regulations, use *different* conditions for each. An example follows:

Regulation:Condition:

Example:

Regulation: A curve sign indicates that the safe speed for going around the curve is 45 m.p.h.

Condition: The road may be icy and you should proceed much more slowly than 45 m.p.h.

§

Interpretation Test

A. Maximum speed—60 m.p.h.

1. _____
2. _____
3. _____

B. Pass cars ahead only when broken line is to the right of the solid line.

1. _____
2. _____
3. _____

C. The signal light indicates "Walk" for pedestrians.

1. _____
2. _____
3. _____

Possible answers: A. Bad tires; you're sleepy; heavy traffic. B. Heavy fog—you can't see far enough ahead; car coming up rapidly from behind you; long line of cars in front of car ahead of you, leaving no space to fit in line after passing. C. Ambulance, fire engine or police car coming with sirens and lights on; parked car to the right or left of you backing up to pull out of a parking space; drunk driver, day-dreamer, or newcomer to town not seeing the light keeps coming—better look both ways.

Pool Your Thoughts

Appoint a chairman and a board recorder and list all the *different* answers given by each student under each regulation. Note and discuss the vital need for interpreting and using common sense in regard to safety aids.

Remember, rules and regulations set up the absolute *minimum* way of acting. If you "go below" the minimum, you can be arrested. *But,* you are expected to act *better* than the minimum.

Know Yourself

Shakespeare said, "To thine ownself be true . . ." Today, many of you express the same thought when you say, "Don't kid yourself." As a driver and as a pedestrian, you should know *yourself*—your attitude, skills and physical limitations. If you don't, you're kidding yourself. Get to know yourself by taking the following attitude test.

Pedestrian Attitude Test

1. As a pedestrian you have the right of way. Because of this, do you deliberately walk in front of cars making a right turn on red? Yes ____ No ____

2. While waiting for a red light to change, do you stand in the gutter rather than back on the curb? Yes ____ No ____

3. Do you cross the street only at crosswalks, rather than weaving in and out of traffic in the middle of the block? Yes ____ No ____

4. Do you obey the school safety patrol rather than feeling that you are "too big" for such things? Yes ____ No ____

5. Do you realize that despite modern safety features, drivers can't "stop on a dime" nor see everything? Do you make allowances for this? Yes ____ No ____

Answers: You KNOW the answers. If you answered the above questions honestly, you KNOW your attitude. How about improving your attitude?

Skills and Physical Limitations Test

According to the American Automobile Association, the *reaction* time needed for the average driver to get his foot on the brake when he sees something in the road is three-fourths of a second.

1. How many feet will a car going 20 m.p.h. travel during the reaction time? (Round your answer to the nearest whole number) _____

According to the AAA, a car traveling 20 m.p.h. under *good* conditions will go 22 ft. during the time brakes are applied.

2. Under the above *two* conditions, if a driver sees you on the road when you're 35 ft. in front of him—and he's going 20 m.p.h.—will you be hit? Yes ____ No ____

3. If you are 50 ft. in front of a car going 20 m.p.h., under what conditions could you still be hit? _____

Answers: (1) 22 ft.; (2) yes; (3) Icy road, poor brakes, slow-reacting driver, and other factors will increase the danger by many feet.

Start the New Year Right—Play It Safe!

S-1386-A

JANUARY 1959

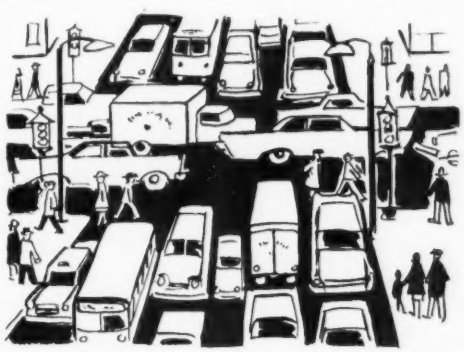
SENIOR HIGH SCHOOL SAFETY LESSON

Weave and Grieve

See Yourself?

In the poster picture above, do you see a mistake that you may have committed yourself? If you are a very good driver who has never weaved—how about your pedestrian habits? Have you ever crossed streets from the middle of the block? Have you entered a crosswalk from an angle rather than from the proper entrance? Do you wait in the gutter rather than on the curb for the light to change in your favor? Do you start crossing on a yellow light, feeling that as a pedestrian you have the right of way? Do you expect all drivers to be expert, and all cars to be in tip-top condition? Or, are you intelligent enough to realize that drivers and cars cannot perform with 100 per cent efficiency all the time?

Why all the talk about abiding by the rules and regulations? Take a look at the picture below. Today's traffic problems require a democratic willingness by drivers and pedestrians to cooperate in regard to rules and regulations, and to have a sense of fair play.



Check Your Attitude

Your attitude is one of the most important factors in your make-up. Your attitude can either get you in trouble or help you advance toward a life of happiness and fulfillment. Rate yourself honestly and carefully on the test below. Only *you* can be the judge of your feelings.

Put check marks in the column that best describes your attitude.

Driver and Pedestrian Attitude Test	*Often*	*Sometimes*	*Rarely*
1. Do you compete with other cars to see if you can be first in getting away after a red light turns green?			
2. Do you enjoy bluffing other cars by such actions as going through intersections when the light is changing?			
3. When you and several friends are driving different cars to the same place, do you feel proud when you get there first?			

(Continued on back page)

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Driver and Pedestrian Attitude Test (Cont.)

	Often	*Sometimes*	*Rarely*
4. Do you boast about the times you "got away" with violating traffic laws?			
5. As you drive, do you mutter about the stupidity of other drivers?			
6. If you are driving at night and the approaching driver doesn't dim his lights after you have signalled several times, do you turn your "brights" on?			
7. On an open stretch of road, do you resent it when another car overtakes you?			
8. Do you feel that you don't need to watch traffic signs—that you are the best judge of safe driving conditions?			
9. As a pedestrian, do you "dare" cars to hit you when you have the right of way?			
10. Do you get irritated by pedestrians who stand in your way waiting for the light to change, when you feel you could cross safely against the light?			
11. If there are no cars in sight, do you cross the street against a light?			
12. Do you feel that you are so physically fit and mentally alert that you can cross a street at any place and at any time?			

Score Yourself: Multiply the number of check marks under "*Often*" by 12. Multiply the number of check marks under "*Sometimes*" by 6, and under "*Rarely*" by 3. Add your total score. If your score is more than 59, you had better improve your attitude. You're due for trouble with the attitude you have!

Check Your Knowledge

The average reaction time for a driver just to *start* to apply his brakes after he sees something in the road, is three-fourths of a second. Under *good* conditions (road, weather, and car) the braking distances for the speeds indicated are shown below. Fill in the blanks with the correct number of feet in each case.

	Distance car travels during reaction time	*Distance car travels during braking time*	*Total*
20 m.p.h.	_____	*22 ft.*	_____
30 m.p.h.	_____	*50 ft.*	_____
40 m.p.h.	_____	*88 ft.*	_____
50 m.p.h.	_____	*138 ft.*	_____
60 m.p.h.	_____	*198 ft.*	_____
70 m.p.h.	_____	*270 ft.*	_____

Answers: Reaction distances: 20 m.p.h.—22 ft.; 30 m.p.h.—33 ft.; 40 m.p.h.—44 ft.; 50 m.p.h.—55 ft.; 60 m.p.h.—66 ft.; 70 m.p.h.—77 ft. Totals: 44 ft.; 83 ft.; 132 ft.; 193 ft.; 264 ft.; 347 ft.

Know Your Distance!

Distances can be deceiving. When estimating distances in relation to speed, the problem is even more difficult. For example, take an everyday driving problem of overtaking and passing a car.

Suppose the car in front of you is going 35 m.p.h. You have accelerated to 45 m.p.h. to get as close behind the car as safety permits. Another car is coming from the opposite direction at 45 m.p.h. What is the minimum distance the approaching car must be from you in order for you to pass the car ahead safely? You maintain your speed of 45 m.p.h. (Allow ten seconds for turning to the left lane, passing the car, and returning to the right lane.)

Using various speeds, set up three or four more problems of similar nature, and figure the distances required for safe passing in each case.

Remember, it's better to figure distances and safe speeds, than *to be figured*—as an accident statistic.

Answer: Approximately 1,320 feet or a quarter of a mile. And don't forget—you won't know the speed of an approaching car, and you have no assurance that the car you're passing will not speed up.

the BULLETIN BOARD

error in December safety lesson . . .

An error in the December Senior High Safety Lesson, printed on page 34 of the December, 1958, issue of SAFETY EDUCATION Magazine, gives a false view of the accident picture regarding falls.

The statistics in the chart on "Location of Fatal Accidents Inside the House" were incorrect in the *Falls* category. They should read: Falls in the bedroom, 213; in the living room, 94; in the kitchen, 70; in the bathroom, 34; on the stairs, 55; and "other," 32.

The answers under the chart are correct even though the statistics on falls were wrong.

driver education policy to be published. . .

The February, 1959, issue of SAFETY EDUCATION Magazine will carry the National Safety Council policy and statement on driver education which has been approved by the School and College Conference.

Boys' Clubs push auto safety . . .

Plans for a practical program to reduce dangerous and irresponsible driving by teen-agers and adults were announced recently by one of the nation's leading youth organizations.

Education by example will be stressed in the program to be conducted by the Boys' Clubs of America in more than 300 communities throughout the country. Youngsters will be taught correct safety attitudes through model cars and soap box derby programs.

The new program is being made possible by a grant from the Automotive Safety Foundation for the development of a manual on automotive activities for teen-agers. After Boys' Club members have become thoroughly indoctrinated in the facts of traffic safety, they will initiate and take part in community-wide safe driving campaigns.

Concentration of the program will be on the young, pre-driving member and the teen-age beginning driver. Good driving habits, proper maintenance practices, insurance requirements, tips on car buying and good motoring manners will be emphasized. The program will include visits to traffic courts, tests on various aspects of driving, exhibits and economy drives.

"During the next five years nearly one million Boys' Club boys will reach their teens," said John M. Gleason, director of the group. "At the end of this period, the United States will have nearly four million miles of roads and highways. Teaching Boys' Club members correct motoring know-how should have a potent effect on highway safety."

Brotherhood Week date set . . .

Brotherhood Week, sponsored by the National Conference of Christians and Jews, will be observed February 15 to 22.

The observance, which is not a fund-raising campaign, has for its purposes: (1) Rededication to the basic ideals of respect for individuals and peoples. (2) Practical steps which people can take to promote an understanding and realization of these ideals. (3) Enlistment of

(Continued on next page)

Brotherhood Week (Continued from page 39)

people in year-round activities to build brotherhood.

The 1959 theme is *Brotherhood for Peace and Freedom—Believe It!—Live It!—Support It!*

Look, Learn and Drive (Cont. from p. 21)

rently. Eleventh grade students are again enrolled in this course with two days a week devoted to driver education and three days to physical education. About 1,500 students are enrolled in both schools. Five instructors handle this number of students. The telecast for these schools is scheduled from 9:30 a.m. to 9:45 a.m., which coincides with the homeroom period in those schools.

In addition, several schools that plan to operate two cars with approximately 160 students enrolled in the course per semester, will have their students pick up an earlier telecast scheduled from 8:10 to 8:25 a.m.

The enthusiasm of both the television teacher and the driver education instructors has multiplied as the program progressed. The fact that the program is flexible and that they have a distinct part in this experiment have doubled their efforts to make it a success. It has been a distinct source of pride to see how well the students responded and the progress being made from week to week. The students feel they will be better highway citizens because of the thorough way in which all phases of the program have been presented to them.

Throughout the three phases of the program, quality of instruction has been the keynote. By stressing quality of instruction, proper attitudes, knowledge of rules and regulations, responsibilities of the driver and the development of the physical skills necessary to manipulate the car, we have gone a long way toward making these students more conscious of their responsibilities in today's traffic. We firmly believe that the 33 hours of classroom work and the seven hours of behind-the-wheel training will "pay off."

Members of the Florida legislature have taken a most progressive stand on this vital phase of the school program by earmarking certain funds for driver education. Thus, school systems throughout the state have been able to finance and expand such programs●

OUR BUSINESS IS YOUR CHILDREN'S SAFETY

Safety and GRAUBARDS' have always been synonymous. We here at GRAUBARDS' consider it our personal responsibility to see that the public, specifically the children in our schools, are protected by the use of the right kind of protective equipment. We carry a complete line of safety patrol items. Pictured here are just a few of these many articles. Let us help you enforce traffic rules in your home town and school!

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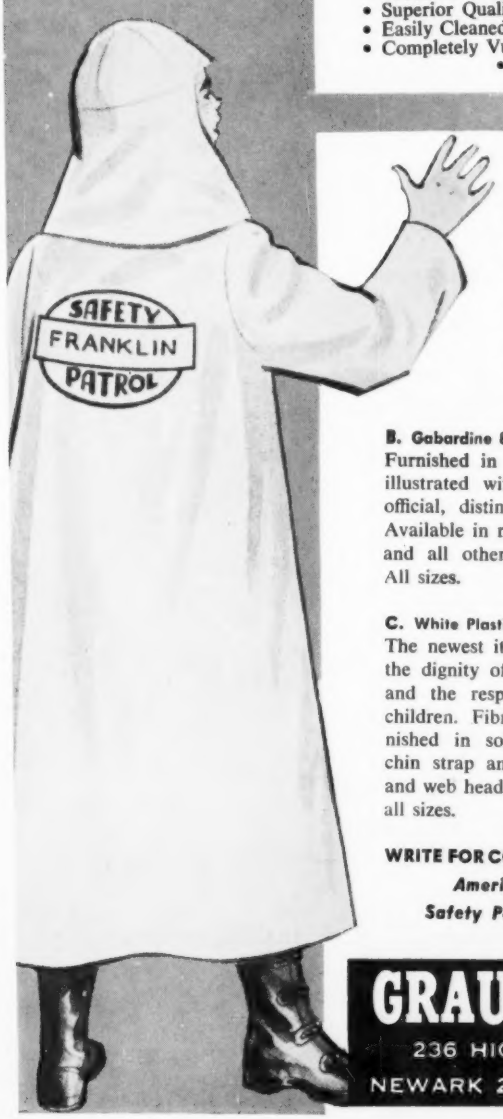

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B. Gabardine 8 Point Caps No. 70

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SAFETY EDUCATION CHICAGO, ILL. JANUARY, 1959 Vol. 38, No. 5 Section 2

S-1385-A

WEAVE and GRIEVE!

S-1386-A